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A MANUAL ON PROGRAMS FOR PARENTS OF PRE-SCHOOL CHILDREN PARTICIPATING IN THE QUEENS BOROUGH PUBLIC LIBRARY'S OPERATION HEAD START PICTURE BOOK PROGRAM FOR 3-5 YEAR OLDS.

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Parent programs for the Queens Borough Public Library's Operation Head Start Program are informational in nature and presented in the form of group discussions led by library personnel. This manual provides guidelines and materials listings, developed by the Library under the direction of the Adult Services Consultant, to assist branch librarians and their staff in planning and conducting specific programs. The guidelines are divided into two sections, with the first including programs conducted from April 1965 to January 1966. This is followed by details on a program-evaluation survey conducted in January 1966. Questionnaires for parents and program leaders and a statement on the findings of this survey are provided. The second section outlines the programs conducted from January to June 1966, subsequent to the survey. (Author/JB)

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A MANUAL ON PROGRAMS FOR PARENTS OF PRE-SCHOOL CHILDREN PARTICIPATING IN THE QUEENS BOROUGH PUBLIC LIBRARY'S OPERATION HEAD START

PICTURE BOOK PROGRAM FOR 3-5 YEAR OLDS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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funded by the
LIBRARY SERVICES AND CONSTRUCTION ACT

PREPARED BY BRYAN ROBERTS, ADULT SERVICES CONSULTANT

INTRODUCTION

Parent programs for OPERATION HEAD START were initiated during the April 1965 National Library Week Celebration. This was after we'd had about six weeks of informal contact with the parents of children participating in the project, in ten neighborhood branches of the Library System. The initial program included a presentation on the philosophy and objectives of the Queens Borough Public Library's special picture book project for three to five year-olds and a demonstration on *"How To Read A Picture Book To Your Child"*.

Subsequent programs delineated in this manual were developed by the Queens Borough Public Library's Adult Services Consultant, in accordance with interests specified by parents.

By May 1st 1966, there were 73 weekly parent groups organized in the Library's ten OPERATION HEAD START branches and 2,042 program sessions had been held with a total attendance of 13,847. These parents had borrowed more than 12,792 adult books during this period.

The Parent Programs are geared for attendance ranging from 5 to 15 people and are conducted concurrently with the Picture Book Hours. They are presented in the form of group discussions led by Library personnel. Provision for free discussion among parents has stimulated an exchange of related experiences, problems, and proposed solutions.

With the basic approach to the parent program being of an informational nature, full use has been made of all types of library resources -- books, pamphlets, newspapers, periodicals, films, recordings, and specially compiled booklists.

The following pages provide guidelines and materials listings developed by the Queens Borough Public Library under the direction of the Adult Services Consultant, to assist branch librarians and their staff in planning and conducting specific programs.

The guidelines are divided into two sections. The first includes programs conducted from April 1965 to January 1966. This is followed by details on a program-evaluation survey conducted in January 1966. Questionnaires for parents and program leaders and a statement on the findings of the survey are provided.

The second section includes programs conducted subsequent to the survey (January - June 1966).

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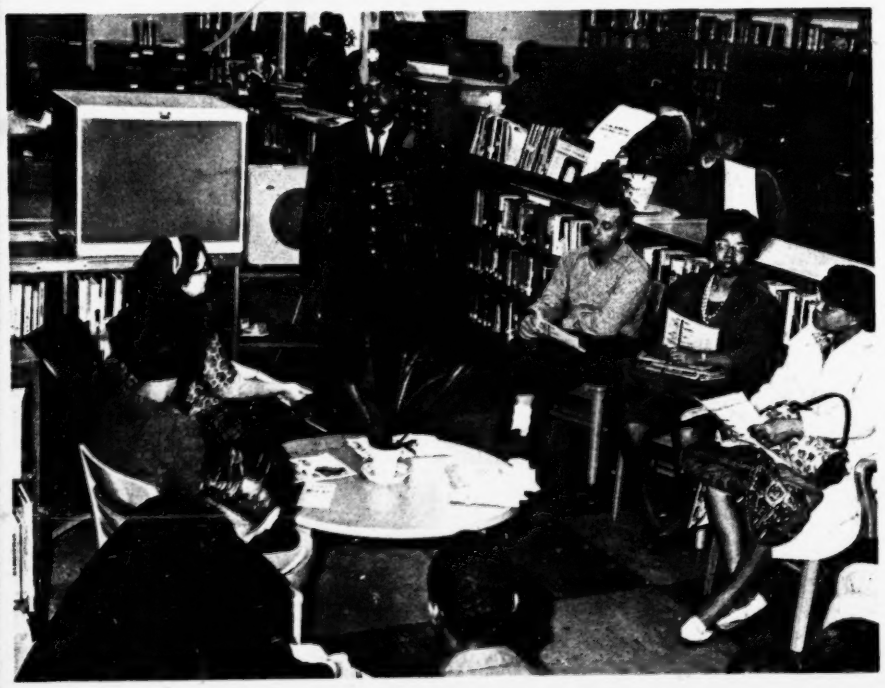
Parents learn how to read a picture book to children.

Discussions among parents add to program's success.



Representative of Queens Fire Department talks on fire prevention.

While their children are getting a Head Start to Reading...

PARENTS have a chance to add to their own store of knowledge.

Librarian shows books that help direct child's recreation and play.

One of the Library's Trustees talks to a group of parents.

PHILOSOPHY & APPROACH TO PARENT PROGRAMS

The approach is not one of instruction, but simply a pointing out of the materials and information available on these subjects and a stressing of the key features of these materials.

From the Library's collection of printed materials of books, magazines, and pamphlets, the last was chosen as a good introductory device because:

1. They present information in concise, outline form (easily understood)
2. They are free or inexpensive and multiple copies are readily available (can be easily discussed in groups)
3. They can be given to patron to keep for his own information
4. They can lead to related book materials

Pamphlets used with these courses all come from New York State Department of Commerce, Woman's Program *Consumer Information Sources*. (Copies of this pamphlet to be supplied branches). Patrons will receive personal copies of pamphlets considered especially useful. Branches will receive two copies (for reference) of other pertinent pamphlets. These reference copies should be called to attention of patrons, so that they can write for copies if desired. (Addresses will be found in the Woman's Program *Consumer Information Sources*).

The ultimate goal of the program is to eventually lead these patrons to more substantial book materials, and to informally teach them how to use the library for their own needs.

Later in the program, parents will be asked which subjects they would like to hear discussed in greater depth by outside speakers.

SUGGESTIONS AND TIPS TO LIBRARIANS PRESENTING PROGRAM

1. Keep approach simple and light; make it an informal session.
2. Maintain flexibility in your program. If parents are bored, pass over to more interesting material.
3. Don't rush! If you cannot finish the suggested agenda in one session, hold over part for the next session.
4. Be basically familiar with books you are displaying. Be able to point out some interesting sections, approaches, charts.
5. Don't do all the talking; draw out your patrons' comments, reactions. These will help you in preparing future programs.
6. Encourage questions. If you cannot answer from the material available, refer the question through channels and inform questioner that you will try to have an answer at the next session.

YOUR BUDGET

I. PATRONS WILL RECEIVE PERSONAL COPIES OF:

It's Good Management That Counts - Union Dime Savings Banks
A Discussion of Family Money - Institute of Life Insurance
Young Couples Make Money Work - Institute of Life Insurance
Buying On Time - N.Y. State Bar Assn.
Buying and Seliing Real Estate - N.Y. State Bar Assn.

A. IT'S GOOD MANAGEMENT THAT COUNTS

1. Fill in family expense record with patrons.
2. To arrive at monthly income, multiply amount of pay check by 4 1/3, if weekly, etc.
3. Most significant figure is *Spendable Income* (Take home pay)
4. Fixed expenses are those which you cannot control; you can estimate very closely (ex: rent, mortgage payments, insurance, installment payments)
5. Measure your actual expenses against national averages (chart of family expense averages) low and high percentage. Be sure to estimate on basis of net income or take home pay.
6. Which expenses are you above national average?
7. Which expenses are you below national average?
8. Try to limit installment purchases to 12% of take home pay!
9. Do your actual percentages of take home pay add up to 100%?
10. Note "Baker's dozen ways to stretch dollars".

B. DISCUSSION OF FAMILY MONEY

1. Presents a more flexible plan.
2. Follow through four step plan (pg. 9-13) with patrons.

C. YOUNG COUPLES MAKE MONEY WORK

1. Point of view of couple just starting out - low income, high expenses
2. Emphasizes need for emergency funds or savings plan (p.8)
3. Budgets are not straight jackets, but a trial and error proposition. If cost in one area is great, it can be whittled from other areas.
4. Page 14-15 is good chart for a weekly expenditure.

D. BUYING ON TIME

1. Presents the legal implications of installment purchasing.
2. Always cheaper to pay cash.
3. Figure cost of financing by multiplying monthly payment by number of installments. Then subtract selling price of goods.
4. Methods of installment buying.
5. Law on repossessions (see esp. "Make payments on time")
6. Check list for installment buyers

E. BUYING AND SELLING REAL ESTATE

1. A brief explanation of the real estate transaction with its legal implications.
2. Defines terms in some detail: Binder, Contract, deed, title, title abstract, title insurance.
3. Patron should not attempt to interpret or apply law without aid of trained expert (lawyer). Pamphlet is intended to inform, not advise.

II. BRANCHES WILL RECEIVE REFERENCE COPIES OF:

Facts You Should Know About Your Credit - Better Business Bureau
Buying Your Own Home - Chase Manhattan Bank
Budget And Expense Record - Union Dime Savings Bank
Do You Have A Tax Problem - N.Y. State Bar Assn.

(Patrons can examine these in branch, or order personal copy if desired - addresses and cost will be found in booklet: "*Consumer Information Sources*" - N.Y.S. Department of Commerce Woman's Program)

A. FACTS YOU SHOULD KNOW ABOUT YOUR CREDIT

1. Basically same materials as *Buying on Time* pamphlet, but in more detail.
2. Cost is 15¢; prepared by Better Business Bureau.

B. BUYING YOUR OWN HOME

1. Discussion of home mortgage loans, what they entail and how to apply for them.
2. See especially guide on computing maximum monthly payment (Third from last page)

C. BUDGET AND EXPENSE RECORD (a very detailed monthly worksheet)

D. DO YOU HAVE A TAX PROBLEM?

1. Discussion of legal tax aspects of large transactions: selling, leasing, donating.

III. LIBRARIAN SHOULD SHOW PATRONS OTHER PAMPHLETS in vertical file under "Budget" or "Budget, household" or "Budget, personal".

IV. LIBRARIAN SHOULD INTRODUCE book materials available in branch. Pamphlets are generally in very brief outline form, check lists, etc. Books present more detailed information. Suggested books to display for patrons are:

AUTHOR	TITLE
Arnold, Pauline	*Money: Make It, Spend It, Save It - 1962*
Blaustein, B.J.	*How To Have More Money To Spend - 1962*
Changing Times	*Kiplinger's Family Buying Guide - 1959*
Consumer Bulletin	*Annual - 1964*
Consumer Reports	*Annual Buying Guide Issue - 1964*
Denton, John H.	*Buying Or Selling Your Home - 1961*
Lasser, Jacob K.	*Managing Your Money - 1961*
Porter, Sylvia	*How To Get More For Your Money - 1961*

V. LIBRARIAN SHOULD THEN SHOW PATRON USE OF CARD CATALOG by using following subject headings for finding other books on these subjects:

1. Finance, Personal
2. Loans, Personal
3. Buying
4. House Buying

VI. LIBRARIAN SHOULD SHOW WHERE THESE BOOKS ARE FOUND ON THE SHELVES.

YOUR FAMILY'S HEALTH & SAFETY

I. PARENTS WILL RECEIVE PERSONAL COPIES OF THE FOLLOWING PAMPHLETS ALL FROM THE NEW YORK STATE DEPT. OF HEALTH:

The Pre-School Years
Expectant Parents
Baby Book
For Those Who Need Her
New York State Medical Rehabilitation Program
Your Child's First Visit To The Dentist
Good Teeth
Tooth Tips For Teeners
Your Children's Teeth And Fluoride
What Is The Real Story About Fluoridation?
About Germs
A Monthly Check Pays Dividends
The Truth About Cancer
Yes, Children Get Cancer Too
Leukemia
Infectious Hepatitis
Points On Polio
Smallpox
Measles
Check Diabetes
Influenza
The Common Cold
Memo To Adults About Cigarette Smoking
Safe At Home
Prevent Child Poisonings
You're Safer In A Seat Belt

A. THE PRE-SCHOOL YEARS

1. Excellent brief outline on child care, behavior (normal and abnormal), habits and development.
2. Note effective index.
3. Note suggestions for choosing toys and play equipment (pp. 19-20)
4. Note 11 suggestions for stimulating appetite (pp. 22-24)
5. Note explanation of aggressive and timid child (pp. 40-41)
6. Note good chapter on discipline (pp. 45-49)
7. Call attention to all appendixes, especially "E"

B. EXPECTANT PARENTS

1. Guide from pregnancy to birth with information on what to expect at doctor's office, and at hospital.
2. Note especially:
   a. equipment for baby (pp. 26-28)
   b. diet (pp. 31-32)
   c. glossary (pp. 39-40)

C. BABY BOOK

1. Brief outline of infant care, note that doctor will give detailed instructions about care (p. 3).
2. Note sections on bedding, clothing and their washing (pp. 15-18)
3. Note step-by-step procedure for bathing (pp. 18-21)
4. Note feeding suggestions (pp. 21-30, 43-51)
5. Note signs of illness (p. 13, 51-53)
6. Note index

D. FOR THOSE WHO NEED HER

1. Tells in story form what the job of Public Health Nurse is.
2. Note source for further information.
3. Queens Boro Office of Department of Health is at 90-37 Parsons Boulevard, Jamaica (call OL 8-6600).

E. NEW YORK STATE MEDICAL REHABILITATION PROGRAM

1. Explains program of services for handicapped children.
2. Note sources for further information.

F. FIVE PAMPHLETS ON DENTAL CARE: *Your Child's First Visit To The Dentist, Good Teeth, Tooth Tips For Teeners, Your Children's Teeth And Fluoride, What Is The Real Story About Fluoridation.*

G. TWELVE PAMPHLETS ON GERMS, DISEASES, ILLNESS: *About Germs, A Monthly Check Pays Dividends, The Truth About Cancer, Yes, Children Get Cancer Too, Leukemia, Infectious Hepatitis, Points On Polio, Smallpox, Measles, Check Diabetes, Influenza, The Common Cold.*

Lists general symptoms, how contracted, treatment, vaccination, etc.

H. MEMO TO ADULTS ABOUT CIGARETTE SMOKING

1. Lung cancer occurs up to 36 times more frequently among cigarette smokers than among non-smokers.
2. Note "facts uncovered" and "what should you do?"

I. SAFE AT HOME

15 questions on kitchen safety

J. PREVENT CHILD POISONINGS

1. Tells what household products are dangerous
2. Tells precautions to prevent accidental poisoning and what to do if child swallows poison.

K. YOU'RE SAFER IN A SEAT BELT

1. Estimated that risk of death to occupants who are ejected is 5 times greater than to those who remain inside.
2. Seat Belt users have less risk of injury inside since it reduces force of occupant against dangerous objects.

II. LIBRARIAN SHOULD SHOW PATRONS OTHER PAMPHLETS IN VERTICAL FILE UNDER:

"Children, Care and Hygiene"
"Children, Growth and Development"
"Children - Management and Training, "Diseases", "Safety", "Smoking"

III. LIBRARIAN SHOULD INTRODUCE BOOK MATERIALS available in branch. Suggested books to display for patrons are:

Arnstein, Helen S.	*What To Tell Your Child*
Brecher, Ruth	*Consumers Union Report On Smoking*
Cain, Arthur H.	*Young People And Smoking*
Cranford, Peter G.	*Disciplining Your Child The Practical Way*
	Encyclopedia Of Child Care And Guidance, rev. ed.
Fishbein, Morris	*Handy Home Medical Advisor And Concise Medical Encyclopedia, rev. ed.*
Fishbein, Morris, ed.	*Modern Family Health Guide*
Henderson, John	*Complete Book Of First Aid*
Henderson, John	*Parent's Guide To Children's Illnesses*
Red Cross, American	*American Red Cross First Aid Texbook, 4th rev. ed.*
Spock, Benjamin M.	*Common Sense Book Of Baby And Child Care, new rev. ed.*

IV. LIBRARIAN SHOULD THEN SHOW PATRON USE OF CARD CATALOG by using following subject headings for finding other books on these subjects.

1. Accidents - Prevention
2. Children - Care and Hygiene
3. Children - Diseases
4. Children - Management
5. Medicine - Dictionaries
6. Medicine - Popular
7. Smoking
8. Teeth - Care and Hygiene
9. Water - Fluoridation

V. LIBRARIAN SHOULD SHOW WHERE THESE BOOKS ARE FOUND ON THE SHELVES.

FOOD FOR YOUR FAMILY

I. PARENTS WILL RECEIVE PERSONAL COPIES OF:

Main Dishes At Low Cost - N.Y. State Dept. of Health
The Figure Of Health - N.Y. State Dept. of Health
Food For Your Family - Kellogg Co.
Do You Know Food Labels - N.Y. State Extension Service
Buying Food For Your Family - N.Y. State Extension Service
Choose Your Calories Wisely - Kellogg Co.
Good Nutrition - The Key To Health - Food and Nutrition Council of Greater New York, Inc.

A. "MAIN DISHES AT LOW COST"

1. Emphasis is on fully nourishing dishes with small expense
2. Suggestions for what to serve with each main dish are at the end of recipe
3. Note "Buying tips" on reverse of final page

B. "THE FIGURE OF HEALTH"

1. Basic truths about diets and dieting told in everyday conversational form (pp. 1-15)
   a. People are not "born to be fat", they eat more than they need; very few have glandular trouble (pp. 2-3)
   b. Overweight damages health as well as looks (pp. 3-4)
   c. Fad "quickie" diets are no good; drugs are dangerous, massages costly and ineffective (pp. 5-7)
   d. Consult a doctor about your special diet (p. 10)
   e. Keep a balanced diet; don't cut out starches altogether (pp. 11-12)
   f. Do cut out sugars, candies, soft drinks, fried foods (pp. 13-14)
   g. Don't skip meals; don't starve (p. 15)
2. Choose some of each type food everyday listed on pages 16 - 17
3. Sample low-calorie meals on pages 18 - 21
4. Calorie chart pages 22 - 23
5. Review points (p. 24)

C. "FOOD FOR YOUR FAMILY"

1. Examples of good sources of vitamins and minerals
2. Do not emphasize Kellogg's "commercial" under "Whole Grain and Enriched Cereal Products"
3. Note especially "Use The Big Four", which shows how menus can be prepared

D. "DO YOU KNOW FOOD LABELS?"

1. Gives detailed information on:
    a. how food laws affect labels
    b. how food standard affects labels
    c. special dietary foods
    d. prepared foods and their ingredients
2. Note chart of specific food products on final pages

E. "BUYING FOOD FOR YOUR FAMILY"

1. Note five easy steps to plan and buy food
2. Table 1 and Table 2 show family's food needs
3. Note time saving and money saving tips on buying food
4. Note maximum storage days for foods
5. Note examples of foods, by group on final page

F. "CHOOSE YOUR CALORIES WISELY"

1. Includes Calorie Chart
2. Sample low calorie meal plans
3. Q & A about calories
4. How many calories do you need?
5. Desirable weights for height

G. "GOOD NUTRITION - THE KEY TO HEALTH"

1. Simple check sheet might help in planning day's meals

II. BRANCHES WILL RECEIVE REFERENCE COPIES OF:

A. "HOW TO CONTROL YOUR WEIGHT" - Metropolitan Life Insurance Company
(Patrons can examine these in branch, or order personal free copy from Metropolitan Life Insurance Company)

1. Excellent concise diet guide
2. Note especially 1200 calorie with packed lunch (p. 7)
3. Note also "steps to follow" (pp. 9-11)
4. Sample of 1000, 1200, and 1500 calorie diet (pp. 12-14)
5. Note additional suggestions (pp. 16-17)
6. Calorie tables (pp. 18-23)

III. LIBRARIAN SHOULD SHOW PATRONS OTHER PAMPHLETS in vertical file under "Cookery", "Diets", "Food" and "Nutrition".

IV. LIBRARIAN MIGHT REFER PATRONS ALSO TO WOMEN'S MAGAZINES regularly presenting related information on food, cookery, recipes. Also planned menus featured in daily papers.

V. LIBRARIAN SHOULD INTRODUCE BOOK MATERIALS available in branch by displaying cookbooks, and other related books.

VI. LIBRARIAN MIGHT SHOW PATRONS USE OF CARD CATALOG by using subject headings such as Cookery, Diet, Food, Menus, etc.

VII. LIBRARIAN SHOULD SHOW WHERE THESE BOOKS ARE FOUND ON THE SHELVES.

VIII. AN EXCHANGE OF RECIPES might be suggested for the following meeting, or a report from patrons who have tried some of the recipes presented in distributed pamphlets.

KEEPING UP YOUR HOME

I. PATRONS WILL RECEIVE PERSONAL COPIES OF:

How To Paint The Outside Of Your Home - Benjamin Moore & Co.
Painting Walls, Ceiling And Trim - Benjamin Moore & Co.
Hints On Rug And Carpet Care - National Institute of Rug Cleaning
Story Of Fibers, Yarns And Fabrics - Celanese Fibers Co.

A. "HOW TO PAINT THE OUTSIDE OF YOUR HOME"

1. Emphasis on need for proper use of paint in order to assure long lasting beauty.
2. Basic facts to keep in mind before painting:
    a. Different surfaces require different paints
    b. Need to discuss nature of materials to be painted with paint dealer.
3. Illustrated list of materials and equipment needed to paint easily and efficiently.
4. Step-bystep illustrated guide to preparing various surfaces for painting. Includes section showing how to use an extension ladder safely.
5. Step-bystep procedure for applying finishing coat.
6. Chart showing types of construction materials and recommended primary and finish paints.

B. "PAINTING WALLS, CEILINGS AND TRIM"

1. Ten steps for indoor painting
2. Check-list of supplies recommended for indoor painting
3. Steps for preparing a room for painting
4. Step-by-step instructions on how to paint a room

C. "HELOISE'S HINTS ON RUG AND CARPET CARE"

1. Importance of professional rug cleaning in prolonging the life of floor covering.
2. Three rules for rug and carpet care.
3. Advantages of professional cleaning.
4. Seven "Do's" and Don'ts" of rug and carpet care.
5. Hints for controlling moths and carpet beetles.
6. Hints for removing or checking rug and carpet stains in the home.

D. "THE STORY OF FIBERS, YARNS AND FABRICS FOR CONTEMPORARY LIVING"

1. Definitions and characteristics of seven important synthetic fibers and yarns.
2. Note handy lexicon of contemporary fibers (limited to those in pamphlet).

II. BRANCHES WILL RECEIVE REFERENCE COPIES OF:

Facts You Should Know About Home Appliances - Better Business Bureau
Case Of The Disappearing Spot - W. A. Sheaffer Pen Co.
Automatic Clothes Dryer "Tip" Sheet - American Home Laundry Manufacturers' Assn.
How To Choose Your Carpet With Confidence - A. M. Karagheusian, Inc.
Easy Does It - The Short Short Story of Carpet Care - A. M. Karagheusian, Inc.
Fiber Primer - American Cyanamid Co.

A. "FACTS YOU SHOULD KNOW ABOUT HOME APPLIANCES"
A non-technical booklet designed to help in the purchase, operation and maintenance of home appliances.

1. Information about
    a. contracts
    b. safety and approval tests
    c. delivery, installation and servicing
    d. warranty or guarantee
    e. operating manual and customer use, misuse and abuse
    f. used and second-hand appliances
2. Terms and definitions to know when purchasing room air conditioners, washing machines, dryers and washer-dryers, refrigerators and freezers, sewing machines and vacuum cleaners.

B. "CASE OF THE DISAPPEARING SPOT"
What to do to remove washable, permanent and ballpoint ink stains from fabrics, floors and skin.

C. "AUTOMATIC CLOTHES DRYER "TIP" SHEET"

1. Season-by-season tips show how automatic clothes dryers can be used most efficiently for clothing the year round.
2. Special "Baby's Section" for use with infant-wear.

D. "HOW TO CHOOSE YOUR CARPET WITH CONFIDENCE"
Factors to consider when purchasing a carpet.

E. "EASY DOES IT ...THE SHORT SHORT STORY OF CARPET CARE"
Easy-to-understand tips for the care and cleaning of carpets.

1. Good chart for remedies of standard and unusual stains.
2. Directions for do-it-yourself cleaning and insect-control.

F. "FIBER PRIMER"

1. A guide to terms in natural and man-made fibers.
2. Includes trade-names, characteristics and uses of each textile.

III. LIBRARIANS SHOULD SHOW PATRONS OTHER PAMPHLETS in vertical file under "Cleaning", "Homemaking", "Household Appliances", "Painting, Industrial and Practical", "Rugs and Carpets", "Textiles", and "Textile Fabrics".

IV. LIBRARIANS SHOULD INTRODUCE BOOK MATERIALS available in branch. Pamphlets are generally in very brief outline form, checklists, etc. Books present more detailed information. Suggested books to display for patrons are:

AUTHOR	TITLE
Anderson, Edwin P.	*Audel's Home Appliance Service Guide* - 1963
	Audel's Do-It-Yourself Encyclopedia, 2v. - 1960
DeBoth, Jessie M.	*Modern Household Encyclopedia* - 1946
Family Handyman	*American Handyman Book* - 1961
Family Handyman	*Painting And Redecorating Book* - 1956
Gladstone, Bernard	*Hints And Tips For The Handyman*- 1960
Moore, Alma C.	*How To Clean Everything* - 1961

V. LIBRARIANS SHOULD THEN SHOW PATRONS USE OF CARD CATALOG by using following subject headings for finding other books on these subjects:

1. Carpets
2. Cleaning
3. Domestic Economy
4. Electric Apparatus and Appliances. Domestic
5. House Painting
6. Rugs
7. Textile Fabrics

VI. LIBRARIANS SHOULD SHOW WHERE THESE BOOKS ARE FOUND ON THE SHELVES.

CHILDREN'S EMOTIONS

The film *Children's Emotions* is scheduled to be shown in Operation Head Start branches during the period of October-December 1965. Branches will have one showing for each parent group. This is a 16mm sound black and white film produced by Crowley Films, Ltd., Ottawa (distributed by McGraw-Hill) in 1950; the principles are still pertinent and useful.

Purpose: The film is being shown in answer to the many requests by parents for programs on child psychology. Since an understanding of the emotions of children is a basic approach to the subject, this film which points out how the parent can recognize and lessen or promote these emotions should provide much useful information for instruction and discussion.

Programming: The film will be shown one week and discussed at the subsequent parent program the following week.

FIRST WEEK

1. Introduction of film and brief statement of purpose, content of film.
2. Film showing.
3. Ask group to think about film during week; next week the points made by the film will be summarized and discussed.

SECOND WEEK

1. Ask general questions to stimulate group response and discussion. Examples:
   a. How did the film help you to see emotional reactions from the child's point of view?
   b. Can the parent influence all emotions? Some more than others?
   c. Is repressing fear always a good idea?

2. Using the group to recall incidents, summarize the points made by film and discuss. (See outline notes for film, below.)

3. Call group's attention to supplementary reading on subject in library (books, pamphlets, periodicals) by means of display. The film is coordinated with Elizabeth Hurlock's *Child Development*, especially the chapter on emotional development. Use this as a supplementary resource, being careful not to give group your personal attitudes, conceptions, opinions on the subject of children's emotions.

OUTLINE NOTES FOR FILM

All emotions play an important role in child's life. Some emotions are good, some bad; some to be encouraged, other discouraged. Emotional reactions vary with *age level* of children. First responses are to internal causes (hunger) later external (surroundings). It helps for parents to see situation from child's point of view.

FIVE EMOTIONS DISCUSSED

A. CURIOSITY - a natural emotion and should be encouraged because it is the very backbone of a good education.

1. Children don't ask just to annoy; they really want to know:
   a. why
   b. what
   c. how
   d. where

B. FEAR - should be controlled, prevented since it can affect mental and physical health if it becomes a habit.

1. Causes of fear:
   a. loud unexpected noises
   b. people (strangers)
   c. animals
   d. adult fears transferred to children (ghosts, thunderstorms, rats, death)
   e. darkness

2. How parents can lessen the emotion of fear in children:
   a. control noises
   b. prepare child for introductions to strangers
   c. teach child to control surroundings whenever possible (baby in bath)
   d. show child what makes noise - how it works
   e. introduce noise at a distance
   f. DON'T USE FEAR TO ENFORCE OBEDIENCE!

C. ANGER - begins at an early age.

1. Causes of anger:
   a. frustrations of being unable to do something desired (body restrictions)
   b. having to do something undesirable or unneeded
   c. lack of attention
   d. not being able to act on his own
   e. interference with possessions
   f. nagging or scolding

2. Ways of preventing anger from becoming a habit:
   a. diversion - best antidote at infant stage
   b. give child sympathy and understanding
   c. give child toys that "work" and "fit"
   d. give child equal attention - set aside time for play with child
   e. teach child cooperation with other children

D. JEALOUSY

1. Causes of jealousy:
   a. fear of losing someone's affections
   b. coveting of other's possessions

2. Ways of curbing jealousy:
   a. tell child ahead of time about new baby
   b. let child help with care of new baby
   c. give child equal rights and equal share of attention
   d. understand *each* child's needs

E. HAPPINESS - should be the most frequent emotion and encouraged by parent. Founded partly on physical well-being (security)

1. Causes for happiness and ways to encourage:
   a. show child he is appreciated
   b. give praise and assurance
   c. develop reasonable and consistent rules of discipline that are just and understandable in the child's mind
   d. help to develop his sense of humor with jokes
   e. help him to make friends
   f. encourage him to display love and affection

RELATED BOOKS, PAMPHLETS, PERIODICALS

For the preparation of your display, you will find useful books in 136.7 and 649.1 with subject headings Child Study, Children - Growth. Use simple, non-technical books which deal predominately with emotions of children. Examples are:

Hurlock, Elizabeth B.	*Child Development, 4th ed.* (McGraw-Hill, 1964)
Spock, Benjamin M.	*Dr. Spock Talks With Mothers; Growth And Guidance* (Houghton, 1961)
Spock, Benjamin M.	*Problems Of Parents* (Houghton, 1962)
Wolf, Anna W.	*Helping Your Child's Emotional Growth* (Doubleday, 1954)

You will find pamphlets in the branch pamphlet file under headings: Children - Growth and Development, Child Study, Children - Management and training. Especially useful is Public Affairs Pamphlet No. 264, *Your Child's Emotional Health.*

Interesting periodical articles can be found in *Reader's Guide* under same subject headings. Display some of these.

Introduce branch magazines and newspapers that include monthly or weekly section on child care or training, as *Parents' Magazine, Good Housekeeping, McCall's, Ladies' Home Journal.* Show parents the section and point out articles useful to parents.

FREE AND INEXPENSIVE NEW YORK CITY ATTRACTIONS FOR 3-5 YEAR OLDS

This list of attractions was compiled from a variety of sources: guidebooks, pamphlets, brochures, magazine articles. It will be distributed to branches before October 4, 1965.

The list will include name of organization or institution, location, phone number, admission, hours open, and brief description of attractions.

The places included will be:

American Society For The Prevention of Cruelty To Animals Queens Chapter, 94-27 158 Street, Jamaica, New York

Brooklyn Children's Museum, Brooklyn Avenue and Park Place, Brooklyn

Brooklyn Heights Promenade, Where Montague Street meets East River, Brooklyn, New York

Central Park Zoo, Fifth Avenue and 64th Street, Manhattan

Cunard Ship Museum, 25 Broadway, Manhattan

John F. Kennedy International Airport, Van Wyck Expressway, Southern Parkway

Local Firehouses

Museum Of The Fire Department Of The City Of New York, 104 Duane Street between Church Street and Broadway, Manhattan

Museum Of The City Of New York, Fifth Avenue between 103 & 104 Street, Manhattan

New York Aquarium, Boardwalk and West 8th Street, Coney Island

New York City Department Of Parks, Queens has 16,192 acres of parks located throughout the borough. Check maps for ones nearest you

New York Zoological Park (Bronx Zoo), 185 Street and Southern Boulevard, Bronx

Prospect Park Zoo, Flatbush Avenue between Empire Boulevard and Eastern Parkway, Brooklyn

RCA Exhibition Hall, 40 West 49th Street, between 5th & 6th Avenues

Rockefeller Center, Between 5th and 6th Avenues at 48th to 51st Streets, Manhattan

Staten Island Ferry, Northeast corner of Battery Park (South Ferry) Manhattan

SUGGESTIONS FOR USE

Two weeks before program is scheduled for your branch, let parents know names and location of places which will be discussed.

Ask parents who have already visited any of these places to be prepared to tell the group a little about them (what child found interesting, how to get there, etc.)

Ask some other parents to try to visit specified places within the two week period and be able to tell the group a little about them on the day of the program.

On day of program, present list to all parents. Have parents who have visited places discuss them and answer questions from other parents.

Suggest parents get together and plan joint visits to attractions which interest them or their children.

Ask parents to suggest other attractions not mentioned on list, which would be of interest to 3 - 5 year old children. (Provide pencils so that parents can add these to their list).

Set up display of useful guide materials on New York City. These might include:

BOOKS:

Polner, Murray	*Where Shall We Take The Kids?* (Doubleday, 1961)
Denholtz, Richard	*New York On The House* (Doubleday, 1962)
Simon, Kate	*New York Places & Pleasures, 3d ed.* (Meridian, 1964) Chapter 7
Lewis, Emory	*Cue's New York, World's Fair ed.* (Duel, 1964) Chapter 17
Hart, Harold	*Guide To New York City* (Hart, 1964)
Hamilton, Seena	*New York On The Family Plan* (Random, 1965)

MAGAZINES:

Parent's Magazine (monthly) see Metropolitan Section
Cue (weekly) directory and frequent feature articles
New Yorker (weekly) occasional listings

NEWSPAPERS:

New York Times - Wednesdays - Women's section: "Amusements for children"
Herald Tribune - Sundays, Magazine Section, New York Directory of events "For Children" at front
World-Telegram and Sun - Saturdays

PAMPHLET:

New York Convention and Visitors Bureau. *New York In Fall* 1965 (prepared quarterly)

YOUR CHILD FROM 1 TO 6

The excellent pamphlet *Your Child from 1 to 6* published by the U.S. Department of Health, Education and Welfare will be the basis for parent programs scheduled for October through December 1965 (consult your branch's schedule for specific weeks of presentation)

The pamphlet is similar in content to but much more comprehensive than *The Pre-School Years* published by the N.Y. State Department of Health and presented to OHS parent groups during May 1965. Therefore, parents should be introduced to material which did not appear in *The Pre-School Years*.

Four weeks will be allotted to each branch for presentation of *Your Child From 1 to 6*. As before, each branch may vary program content to suit its individual needs, but the following general outline is suggested.

FIRST WEEK:

THREE-TO-FIVE YEAR OLDS - CHARACTERISTICS, BEHAVIOR PATTERNS, PROBLEMS

Use pp. 1, 2, 28-31 through *When Parents Disagree*, 35-36 *Imaginary Companions*, pp. 52-54 through *He Wants The Rules*, and pp. 59-63. Since the film *Children's Emotions* will be seen and discussed at a different time, you may wish to omit or postpone all sections of the pamphlet dealing with this subject.

SECOND WEEK:

THREE-TO-FIVE YEAR OLDS - TEACHING GOOD BEHAVIOR AND DISCIPLINE

Use p. 31 *Brothers And Sisters Quarrel* pp. 33-35 through *Learning To Tell The Truth* pp. 40-43 through *Does Punishment Help*. The sections *Getting Ready For School* and *Getting Yourself Ready*, pp. 55-58, might also logically fit in the discussion on discipline and behavior.

THIRD WEEK:
THREE-TO-FIVE YEAR OLDS - RECREATION AND PLAY

Use pp. 43-48 through *Books*, pp. 54-55 *Television Requires Management.* The section *For Sensory And Creative Experience* (including *Paint, Clay and Dough, Paper,* and *Books* is especially good.

FOURTH WEEK:
THREE-TO-FIVE YEAR OLDS - HEALTH AND SAFETY

Use pp. 64-92. Some material on this subject will have been previously presented at the May parent program *Your Family's Health And Safety*, but there is a much more comprehensive coverage in this pamphlet - particularly *Safety At Home* pp. 74-76 and *Emergencies* pp. 89-92.

RELATED BOOKS, PAMPHLETS, PERIODICALS

Parents who did not attend May OHS parent programs will also be interested in receiving personal copies of *The Pre-School Years*. You may wish to display also pamphlets on health and safety which were used during the May program along with others in your vertical file under: *Children, Care And Hygiene, Children, Growth And Development, Children, Management And Training, Child Study.*

Helpful books will be found in the 136.7 and 649.1 sections. Particularly good are:

Arnstein, Helen S.	*What To Tell Your Child*
Cranford, Peter G.	*Disciplining Your Child The Practical Way*
	Encyclopedia Of Child Care And Guidance, rev. ed.
Henderson, John	*Parents' Guide To Children's Illnesses*
Hurlock, Elizabeth	*Child Development, 4th ed.*
Spock, Benjamin	*Common Sense Book Of Baby And Child Care, new rev. ed.*

Display periodicals with appropriate articles for further reading. In addition to those found by subject through the *Readers' Guide*, monthly magazines such as *Parents' Magazine, Good Housekeeping, McCall's, Ladies' Home Journal,* feature regular articles, as do newspapers.

Remember the pointers on group discussion! Make these programs participating ones rather than purely instructional.

BOOKS; YEAR-ROUND GIFTS THAT KEEP ON GIVING

Patrons will receive personal copies of the Queens Borough Public Library's booklist: *Books; Year-Round Gifts That Keep On Giving.* The books on this list, all outstanding titles published in 1965, were selected and described by a group of Queens Borough Public Library librarians specializing in adult, young adult and children's work. They were chosen because they represent a large variety of subjects suitable for giving to a wide range of people. There should be something of reading interest here for almost everyone.

SUGGESTIONS FOR USE

1. Display branch copies of as many books on list as possible.

2. Distribute copies of booklist to everyone present.

3. Give information about compiling of list, purpose, uses (see above)

4. Choose 2 or 3 titles from each category (adult, Young Adult, children) to discuss by using book jacket notes and attached reviews.

5. Pass around these and other books for parents to examine.

6. Ask parents for suggestion of other books for gift giving.

7. Possible questions to stimulate discussion:
   Which books have your children enjoyed most?
   Which have they asked for?
   Would you like to give a book to someone interested in subjects not covered in the gift list? (Librarian can help with selection)

8. Suggest places to buy books: In addition to bookstores in your area, you might mention large department stores in Queens such as Macy's, Gertz, Korvette, which frequently give discounts. Mention Manhattan sources: Marboro, Korvette, Doubleday, Brentano's, Womrath and department stores.

9. Don't overlook paperbacks (especially quality paperbacks) as possible gifts; show *Paperback Books In Print* and tell briefly how to use.

10. Stress that a carefully chosen book as a gift lasts perhaps a lifetime, certainly longer than most other presents.

NOTES AND REVIEWS ON SELECTED BOOKS

A. CHILDREN'S BOOKS

1. ***HANS CHRISTIAN ANDERSEN'S THE NIGHTINGALE, tr. by Eva LeGallienne***
   Exquisite drawings and double spread paintings in a delicate Oriental style illustrate this new adaptation of the old folk tale of the Chinese emperor and the nightingale who "sang so exquisitely that tears came to the Emperor's eyes." The Spring Book Festival judges, rather than award the prize to an original picture book this year, chose this instead. An ageless and beautiful story in an ageless setting - bookmaking at its finest. For children from 8 to 12.

2. ***JUST ME*** *by Marie Hall Ets*

In the repetitive style to which children 3 to 6 years old always respond, this simple text shows what a perfect mimic a child is as it depicts how a little boy can walk like a cat and take a bath-and-nap like Pearl the Pig; can hop like a rabbit and wriggle like a snake. But when Dad calls, he finds the most fun of all in being *Just Me*. This small book will awake in even 4-year-olds a sense of the very individual grace of animals.

3. ***LUCKY LUCKY WHITE HORSE*** *by Beryl Epstein*

Ellen, always in her cousin's shadow, decides to try the magic of counting white horses to make herself different. Her new friend, the Fire Captain, helps her find them to count, and after the 100th, wonderful things happen. And wonderful things happen within Ellen. A warm, sweet story for girls of 8 or 9.

4. ***THREE ON THE RUN*** *by Nina Bawden*

Any child from 9 to 12 should love this fast-paced kidnapping tale in which Ben, a British boy, helps a young African prince elude his would-be captors at the same time as he helps a little Cockney girl stay out of the orphanage while her mother is sick. Attention never lags. The natural, matter-of-fact relationship of the three children is particularly well done.

5. ***TRAINING A COMPANION DOG*** *by Dorothy M. Broderick*

Most suited to 9 to 11-year-olds but useful to adults as well, this manual gives inexperienced trainers good, step-by-step basic instructions, starting with the easier commands. Particularly well suited to children, are the comparisons the author draws between human and animal behavior. Dog shows and trials are also explained.

B. YOUNG ADULT BOOKS

1. ***THE BIG TOWN FOR TEENS*** *by Maury Colow*

Attractions, many of them free, for teenagers in New York City. Many suggest obvious places such as the UN, Lincoln Center, St. John the Divine and the Time-Life Building; others are little known, off the beaten track, but may awaken a potential interest, such as the Mary Celeste Museum, tours of such places as a laundry, a factory, or a commercial art studio. The book is attractive in format and the writing is good.

2. ***JAZZ COUNTRY*** *by Nat Hentoff*

A novel about what happens when a young white would-be musician meets Moses Godfrey, a great Negro pianist, and tries to enter Jazz Country. One of the first jazz novels with a teenager as the chief character, this story is written in the vivid idiom of Negro jive talk. The author, a well-known jazz critic, incorporates some lessons in jazz appreication, and captures a sense of the realities of being black in New York. Young readers will try to identify characters with those on the scene now in the city.

3. ***KINGS OF THE DIAMOND*** *by Lee Allen*

Two well-known sports writers cover more than 100 baseball greats in short, colorfully written sketches. While there are no photographs, the book will still appeal to baseball fans of every age. Lifetime records of all the men are included in an appendix for the statistically minded, and to settle arguments!

4. ***SCIENTISTS AND SCOUNDRELS*** *by Robert Silverberg*

The backgrounds and motivations of the people behind the 13 hoaxes investigated here show that some were sincere errors while others were calculated frauds. Some involved eminent scientists, others outright "con" men. And while most have been explained, a few remain mysteries. This will appeal especially to scientifically minded teenagers since considerable scientific information is presented, but all should enjoy the well written accounts of these interesting stories.

5. ***WITH ALL MY LOVE*** *by Penny DeFore*
With special attraction for idealistic teenage girls, this story recounts not only the volunteer's experiences in Korea helping unfortunates there, but it gives insight into the lives of both the Koreans and the Americans she met while so far away. The writing is candid and realistic.

C. ADULT BOOKS

1. ***A FATHER READS TO HIS CHILDREN,*** *ed. by Orville Prescott*
The compiler of these 24 selections, the long-time book reviewer of the *New York Times*, invites fathers and other adults to spend an hour or two a week reading to children and enjoying themselves at the same time. Included are familiar and favorite poems and stories from Grimm, Hans Christian Andersen, Kipling and others, all admirably suited to reading aloud to children eight years old and up.

2. ***MANCHILD IN THE PROMISED LAND*** *by Claude Brown*
Claude Brown grew up in Harlem and survived to tell this, his story, of life there in the Forties and Fifties. In slums where murder and crime were commonplace, the author spares nothing in telling how he was involved in violence from the age of five on, but that somehow, he rescued himself to survive with honor. All those interested in our most pressing social problem should read this first-person account of what it's like to grow up in Harlem, written in language that pulls no punches.

3. ***PICTORIAL HISTORY OF AMERICAN SPORTS,*** *ed. by John Durant*
First published in 1952, this new edition of a popular book on the history of sports has been updated by a new chapter and changes throughout the rest of the work. Good reproduction of pictures and other illustrations makes this a fine book to browse through by those interested in sports.

4. ***THE SENSE OF WONDER*** *by Rachel Carson*
Stating that appreciating nature is a matter of receptivity of mind, the author, the great naturalist, suggests times and ways that an adult may lead a child to wonder in nature: watching the birds migrate or a seed grow in a pot on the windowsill. Thirty-two color photographs are included among the 100 that accompany this sensitive text.

5. ***THE SETTLEMENT COOKBOOK***
At the turn of the century in Wisconsin, cooking classes were held at "The Settlement" for newly arrived immigrants. The favorite recipes of these women from varied backgrounds were collected in the first Settlement cookbook. Now 32 editions later and after one and one-half million copies have been sold, this latest edition, modernized and updated, is still an invaluable source of hundreds of recipes and such hard-to-find hints as how to make soap.

PEDESTRIAN SAFETY
Utilizing a Tape Recording of a Police Talk

PREPARATION NECESSARY BEFORE PROGRAM

1. Set up equipment
2. Play tape, become familiar with content
3. Be sure branch has received supply of:
   Traffic regulations booklet
   Ditto of New York Police Department's Pedestrian Regulations Quiz (seven questions)

SUGGESTED PROGRAM CONTENT

1. Distribute copies of quiz and Traffic Regulations to each parent present.

2. Explain that questions will be answered together, verbally.

3. Play tape up to point of first question, stop tape recorder.

4. Allow group to discuss question and choose answer.

5. Play correct answer on tape recorder and continue to next question, then stop recorder, allow group to answer.

6. After tape is completed, explain to group that all answers can be found on page 2 of Traffic Regulations: Article 4, Pedestrians.

NOTES: If program is too long, or if interest lags, it can be varied in following ways:

1. Begin program in middle of tape with Police Officer asking first question (omitting introductory remarks)

2. Use only first part of tape (Police Officer's introduction). Then have OHS group leader ask question, and supply answer.

NEW YORK CITY POLICE DEPARTMENT SAFETY EDUCATION UNIT
PEDESTRIAN REGULATIONS QUIZ

1. Pedestrians are subject to the traffic regulations only where there are pedestrian signals erected. *TRUE or FALSE?*

2. If a pedestrian comes to an intersection governed only by a traffic light, and the light facing him is yellow, may he step into the crosswalk and cross the street?

3. If a pedestrian comes to an intersection governed only by a traffic light, enters the crosswalk on the GREEN signal, and is only a few feet from the curb when the light changes to yellow,

   a. What are his rights under the Law, and
   b. What action should he take?

4. If a pedestrian comes to an intersection governed only by a traffic light and the light facing him is red, may he enter the crosswalk and cross the street?

5. If a pedestrian comes to an intersection governed by pedestrian signals, and the steady-red "Don't Walk" sign is displayed, may he enter the crosswalk and cross the street?

6. If a pedestrian comes to an intersection governed by pedestrian signals and the "Don't Walk" sign is flashing, may he enter the crosswalk and cross the street?

7. If a pedestrian comes to an intersection governed by pedestrian signals, enters the crosswalk on the green "Walk" sign, and gets only a few feet from the curb when the red "Don't Walk" sign begins flashing - what are his rights under the Law?

HOLIDAY RECIPE EXCHANGE PROGRAM

PREPARATION NECESSARY BEFORE PROGRAM

Tell mothers at sessions during week previous what the following week's subject is to be. and ask them to bring any favorite holiday recipes (both traditional and unusual) to the next session.

Gather as many library cookbooks as possible for display, the more colorful the better. Locate specific pages, or sections on holiday cookery.

Find articles in newspapers, pamphlets and women's magazines which treat the subject (including holiday table decorating).

Be sure branch has received 5 copies each of flyers from Brooklyn Union Gas Company:

1. Traditionally turkey
2. Holiday buffet
3. Gay gifts of food
4. Free cooking demonstrations

SUGGESTED PROGRAM CONTENT

1. Introduce program and *briefly* describe various library materials on display.

2. Distribute and talk briefly about Brooklyn Union Gas Company recipes and their free cooking demonstrations. (Free copies of recipes are available at Jamaica office of Brooklyn Union Gas Co.)

3. Have parents tell about and discuss their recipes. Questions which might stimulate discussion:

   a. What different ways do parents have of doing traditional dishes? What special preparation techniques?
   b. What recipes are family favorites? Children's favorites?
   c. Which are easiest to prepare? Require shortest preparation time?
   d. Which are most inexpensive?
   e. Where in neighborhood can best assortment of ingredients be found? At lowest price?

4. Encourage parents to exchange and copy recipes.

5. Invite them to examine library materials on display.

NOTE: Be sure to *retain* copies of material from gas company for use with next parent group, as these are only copies available.

EVALUATION PROJECT ON PROGRAMS

PREPARATION NECESSARY BEFORE PROGRAM

I. Alert parents one week in advance to content of program.

II. Make certain your supply of parent questionnaires is sufficient to give *each* parent a copy.

III. Study questionnaire in order to be familiar with it before program.

SUGGESTED PROGRAM CONTENT

I. Explain to parents that five months of parent programs (May - June; October - December) have been given at OHS branches. Now we are interested in getting their reactions in order to:
   a. improve future programs
   b. provide a greater variety in programming
   c. better fit programs to parents' needs, interests, etc.

II. Pass out questionnaire, asking parents to read it over as you explain the questions.

SPECIAL NOTES:

a. For question 1, give brief description of each program to help parents recall them.
b. For questions 9 and 12, tell them that suggestions, if possible, should:
   1. Have appeal to *everyone* attending here and in other OHS branches.
   2. Be informational rather than instructional (should not compete with adult education)
   3. Be capable of being covered in one or two sessions, since mothers alternate attendance frequently.
   4. Relate to library services (books and reading) and when possible be tied in with specific books for further reading and information.

III. After they have filled in questionnaire, collect them and read aloud each of the suggestions under questions 9 and 12 (unless they repeat a previous topic) and ask for a show of hands on each suggestion. Record vote for each topic. Also tell them of unusual topics mentioned by other parent groups. Ask for show of hands and record vote.

IV. Thank the group for its cooperation.

FOLLOW-UP

I. Forward all Parent Questionnaires to PSD for analysis at end of week.

II. Throughout January, ask any parents at each session who have not already answered questionnaire to do so. Help them individually if needed.

III. Tally vote for all groups on each subject and send PSD at end of month (January 31)

QUESTIONNAIRES USED IN EVALUATION PROJECT

PARENT QUESTIONNAIRE

1. Which of these programs did you attend?

May-June period

___a. Your Budget
___b. Health and Safety
___c. Food For Your Family
___d. Keeping Up Your Home

October-December period

___e. Attractions for 3 - 5 Year Olds
___f. Children's Emotions
___g. Fire Prevention
___h. Pedestrian Safety
___i. Your Child From 1 - 6
___j. Holiday Gift Booklist
___k. Holiday Recipe Exchange

2. Which subjects did you find most interesting, informative or helpful? (List in order)

3. Which subjects did you find least interesting? (List in order)

4. Which *type* of program did you find most interesting? Number in order from most interesting to least interesting:

___a. Group discussion based on pamphlet materials
___b. Live talk by outside speaker (e.g. Fire Department)
___c. Taped talk by outside speaker (e.g. Police Department)
___d. Film program
___e. Book discussion (e.g. Holiday gift booklist)

5. Which topics would you like repeated with more information?

6. Check which you prefer: Planned programs every week?_____ Every other week?_____
No planned program; time to spend as you wish in the library?_____

7. Do you attend weekly?_____ Alternate every other week wi[illegible]riend?_____
Alternate every third week?_____

8. Which of the following is your reason for coming? Primarily to bring child to program_____ ;
or, Especially to attend parent program_____ ; or, Equally for both

9. Which new topics would you suggest for future programs?_____

___a.
___b.
___c.
___d.
___[illegible]
___f.

10. If authorities are provided to speak at a special evening program, would you attend if held in library?_____ Elsewhere in the neighborhood?_____

11. Would your husband be interested enough to attend these evening sessions?_____ Is he able to spare the time?_____ Would friends be interested?_____

12. What topics would you like presented at these evening programs (include topics your husband and friends might be interested in)

a. d.
b. e.
c. f.

PROGRAM LEADERS QUESTIONNAIRE

To further support the Parent Questionnaire to be asked of OHS parents during January 1966, it will be greatly helpful to have all who have led parent programs answer *ALL* these questions. Return this questionnaire to PSD on or before January 4, 1966.

I. Which of the following parent programs did you conduct:

____1. Your Budget
____2. Your Family's Health & Safety
____3. Food For Your Family
____ 4. Keeping Up Your Home
____ 5. Attractions for 3 - 5 Year Olds
____6. Children's Emotions (film)
____7. Your Child, 1 - 6
____8. Pedestrian Safety (tape)
____9. Holiday Gift Booklist
____10. Holiday Recipes

II. Which of above drew the most questions afterwards? _____
Which stimulated most group discussion? _____ _____

III. From your observation, which, if any, directly stimulated use of library's reference service?
_____
Stimulated book borrowing? _____

IV. Did the "guidelines" arrive in time for you to sufficiently prepare program? _____ If not, how far in advance do you need it? _____

V. Did you find the "guidelines" always clear? _____ If not, which ones presented problems?
_____ _____To whom did you refer questions? _____

VI. Did branch own sufficient books on topics assigned for each program? _____ sufficient periodicals? _____sufficient pamphlets? _____If not, which programs presented problems? (Describe) _____

VII. Were planned programs too long? _____which? _____
Too short? _____ which? _____ _____

VIII. Did you generally inform group of next week's program? _____

IX. What other problems did you encounter in conducting programs?

X. If you have any comments on the above questions or on any other aspects of the whole program, please list below:

Signed: _____ _____

Branch: _____

SUMMARY OF FINDINGS FROM OPERATION HEAD START PARENTS' AND GROUP LEADERS' QUESTIONNAIRES

Of those parents queried, 92% attended regularly. Although 52% of them come to the library primarily to bring their children to the picture book session, 47% come to attend parent programs and rate them of equal importance with the children's program.

When asked whether they wanted planned parent programs weekly, bi-weekly or not at all, 64% replied weekly, 25% bi-weekly and only 11% wished no planned programs, preferring to spend the time in the library browsing on their own.

The most popular single program presented was the discussion based on the film *Children's Emotions*. Other popular programs chosen were metropolitan attractions for 3-5 year olds, and the government pamphlet, *Your Child From One To Six*. Less popular were programs on holiday recipes, pedestrian safety, and household budgeting.

As for the *type* of program 46% of the parents preferred group discussions based on pamphlet materials, and 23% rated live talks by speakers from outside the library as their favorite. Film programs, of which they had seen only one example, were rated third by a 20% vote.

In the survey, parents suggested 89 different topics for new programs. Most frequently mentioned were:

1. Children's arts and crafts, recreation and amusements.
2. Aspects of child psychology and behavior.
3. Hobbies, handicrafts and art, for adults.
4. Home decorating.
5. Sewing
6. Helping children with homework (especially new math).
7. Civic and community affairs (including school).
8. Household hints and home improvement.
9. Cooking (recipes and menus).
10. Eating problems of children.
11. Discipline of children (including teaching manners).
12. Children's health.
13. Problems of children older than six.
14. Sex education for children.
15. Beauty culture.

It will be immediately noticed that many of these popular topics were included in parent programs subsequent to the survey. (See Jan. - June 1966 programs which follow).

From the observations of OPERATION HEAD START group leaders, the programs which drew most group interest and participation in discussion were *Your Child From One To Six* and *Children's Emotions*. These same programs stimulated most use of reference service and most book borrowing.

The survey showed that parents are greatly interested in their children's emotions. This led to planning of a special program, "How To Behave When Your Child Misbehaves," for National Library Week, 1966. Chartered buses brought the parents to the Central Library.

Sadie Hofstein, noted parent educator, proved to be excellent choice as speaker for the evening. Not only did she know her subject, but she knew how to lead parents into discussions.

Size of the audience did not hinder exchange of experiences among parents. Many remarked that the regular Library programs had helped them better understand their children.

PARENT PROGRAMS JAN.-JUNE 1966

EMPHASIS IS ON SUBJECTS RATED OF GREATEST INTEREST TO THOSE WHO PARTICIPATED IN THE PARENT SURVEY

THE PRE-SCHOOL YEARS

PREPARATION BEFORE PROGRAM

1. Have copies of *"The Pre-School Years"* (New York State Dept. of Health) ready for distribution.

2. Since this pamphlet was one of many discussed and distributed during an OHS parent program last Spring, some parents may still have copies at home. During the week prior to the program, show a copy to the parents and ask them to bring theirs next week, if still available.

3. Assemble any pamphlets from your files under "Child Study" and the various "Children" headings, as well as books in the 136.7 and 649.1 numbers. Particularly good are the following:

Arnstein, Helen S.	*What To Tell Your Child*
Cranford, Peter G.	*Disciplining Your Child The Practical Way*
	Encyclopedia of Child Care And Guidance, rev.ed.
Henderson, John	*Parents' Guide To Children's Illnesses*
Hurlock, Elizabeth	*Child Development, 4th ed.*
Spock, Benjamin	*Common Sense Book of Baby And Child Care, new rev.ed.*

Display any periodical articles, such as those in *Parents' Magazine* and others.

SUGGESTED PROGRAM CONTENT

1. Pass out copies of pamphlet to any parents who do not have one.

2. First, describe the booklet as a brief outline on child care, development, behavior and characteristics.

3. During first week's discussion, choose any of these several sections to begin discussion: the six-point checklist for choosing toys and playthings (p19-20); eleven ways to stimulate a child's lagging appetite (p22-24); how to deal with the "new baby" problem (p32-33); how to use discipline effectively (p45-49); the chapter on preparing children for school (p50-54); or any other topic the parents seem interested in.

   Pick up the discussion during the second week where it left off the first.

4. The appendixes are worth noting, too. Starting on p55 they cover recommended "shots" for children; common contagious diseases; food for a balanced diet; toys and play material; and sources for inexpensive booklets on pre-school children.

5. Finally, call attention to the excellent index, making this pamphlet unusually helpful and easy to use.

6. Invite parents to look at and borrow material you have gathered on the subject.

PREPARING CHILD FOR KINDERGARTEN & SCHOOL

PREPARATION BEFORE PROGRAM

The U.S. Office of Education booklet, *"Preparing Your Child for School"*, and the *Today's Health* reprint, *"Is Your Child Ready for Kindergarten?"* will be the basis of the two sessions on the topic. See that supplies of each are ready in advance. Give one copy of each to every parent attending programs during the week before the first session scheduled for "Preparing Your Child". Ask parents to read them ahead of time so that they will be prepared to discuss them during the two sessions.

Check the shelves and pamphlet files for appropriate material and display same.

SUGGESTED PROGRAM CONTENT

As the two booklets discuss the subject in different order, you may wish to cover similar points in each by picking out topics; or, use one booklet as your starting point, referring to the other as necessary. The following questions are suggested as discussion-stimulators. Page references to each booklet (OEp3 means p3 in the Office of Education booklet; THp1 refers to p1 in the *Today's Health* reprint) follow in parenthesis.

Do children differ greatly? (OEp1; THp1)

But are there similarities as well? (OEp5; THp2)

Are there different kinds of kindergartens, too? (THp2)

What qualities make a kindergarten "good"? (THp2)

Are parents' attitudes important? (OEp2-3, 9, 14, 21; THp1)

Should children be able to do certain things for themselves? (OEp5-7; THp2-3)

Must parents be careful of certain things? (THp3)

Are there specific considerations in choosing clothing for children in school? (OEp19)

What safety rules should children know at this age? (OEp20)

How can parents prepare *themselves* for their child's entry into kindergarten? (OEp15-17)

You might like to devote a large part of the second session to the checklist in the *Today's Health* reprint beginning on p4 since it covers 40 specific points spanning all the areas under discussion.

Following the questions in the checklist which apply, you might like to ask if the Operation Head Start program has helped your child. And at the end find out in what areas it has helped most.

CHILDREN'S PLAY & RECREATION

PREPARATION BEFORE PROGRAM

1. Make sure branch has received copies of all books on the Queens Borough Public Library booklist relating to children's play and recreation.

2. Gather for exhibit the toys brought in by parents.

3. Study contents of the books and group them into similar units as you wish to talk about them, such as books which tell

   a. how to make toys similar to those which were brought in by parents.

   b. about toys or play things which the child can make himself (with help from older members of the family).

   c. about New York places of interest to children.

4. Make sure branch has received copies of the revised Queens Borough Public Library list "*Places to go...*" You might wish to arrange for individual parents to tell the group about activities that have been added to the list.

SUGGESTED PROGRAM CONTENT

1ST SESSION

1. Distribute books which you will discuss. You will receive multiple copies of paperbacks to be divided among your adult groups.

2. Tell parents that the parent questionnaire in January disclosed that children's play and recreation was one of the prime interests of parents. This is the reason for its having been selected for this special program.

3. Say a few words about the importance of play in the child's life. This is well covered in the pamphlets used in previous sessions and also in many of the books on the list.

4. Try answering some of the parents' specific questions about play and recreation by using the books (tables of contents and indexes are especially helpful). Examples of subjects with evident interest are:

   a. Activities for the homebound or sick child. See:

Burnett	pp. 57-70
Johnson	*838 Ways*...pp. 187-199
Johnson	*Home Play*...pp. 93-94
Schwartz	pp. 50-98

   b. Traveling with children. See:

Burnett	See the many references in index under "Travel with children" and "car trips"
Johnson	*838 Ways*...pp. 201-213
Johnson	*Home Play*...pp. 93-94
Schwartz	pp. 50-98

Ask for suggestions of other topics from parents and look for information about them. The parents themselves can help look for this in the indexes and tables of contents of the books they are holding.

5. Talk about the toys brought in and relate them to the books which tell how to make similar things. Find examples in the books which are closely related to some of the items brought in. Parents might wish to group playthings by type. For example. which ones:

    a. Stimulate the child's imagination?
    b. Are useful for developing coordination, muscles?
    c. Encourage creativity in the child?
    d. Develop special skills?

6. Tell parents about Mrs. Sadie Hofstein's talk in the new central building during NLW. (Include transportation specifics.) This is a good time to mention NLW and call their attention to any special displays or programs in the branch.

7. Fncourage parents to check out copies of paperback books discussed. (Since only one copy of the hard cover titles is available, they must be held for subsequent groups, but you may wish to take reserves and circulate them the following week.)

2ND SESSION

1. Continue discussion of any topic from previous week. Parents who checked out books last week might talk about some of the unique features of the books or information found in them.

2. Distribute revised copy of "*Places to go...*" and talk about the items which have been added. Wherever possible, have parents tell group about these. Remind group that these activities were selected because they are free or very inexpensive, require no travel outside New York City, and are particularly suited for the pre-school child. Many other suggestions may be obtained from:

Burnett	pp. 118-121. 135-138. 148-151, 160-164
Hamilton	Fntire book
Polner	Entire book

Cite a few examples. Caution parents that information in these books isn't always up to date and sometimes inaccurate. Warn them to call each agency for specific details before taking a trip.

3. Mention sections of "*Consumers All*" which deal with topics related to children's recreation and play:

a. Playroom and play equipment	pp. 77-80
b. Activities and toys	pp. 319-28
c. Books and reading	pp. 331-3

4. Encourage parents to check out these books and those reserved from last week. Tell them that we are particularly interested in their experiences in making playthings. (This might be the subject of a subsequent parent program.)

5. If there is time left you might have a parent who heard Mrs. Hofstein's talk give a brief outline for those who were not able to attend.

CHILDREN'S BOOKS & MUSIC

PREPARATION BEFORE PROGRAM

Be sure that your branch has received multiple copies of the following paperbacks:

Child Study Association	*Children's Bookshelf, new rev. ed.*
Larrick	*Parents' Guide to Children's Reading, rev. & enl.*
Wilson	*How to Help Your Child With Music*

As usual with such programs based upon paperbacks, allocate proportionate amounts for each program, making sure that enough copies remain for programs at the end of the week.

Tell parents that the books featured may be borrowed at the end of the program.

SUGGESTED PROGRAM CONTENT

Start with the two books on children's reading; these not only give excellent lists of titles interesting to children of all ages, but they also include brief chapters telling how parents can encourage children's reading. Point out that many of the titles recommended in the three-to-five age group are in the Operation Head Start collection. Of special interest will be the pages in Larrick which deal with reading aloud to young children - also, using *Mother Goose* as an introduction to poetry. Stress also that these bibliographies can be especially useful in alerting older children in the family to recreational reading. Each book also contains a list of recommended titles of interest to parents. Point these out.

Possible questions for discussion:

> Can parents really learn from books the most important things to know about children? (See *Children's Bookshelf*, p.104)
>
> Does TV encourage or discourage (displace) children's reading? (Larrick, chapter 8)
>
> Are other children in your family (not enrolled in OHS) enthusiastic about books and reading? What are ways to encourage them?

How to Help Your Child With Music. Tells 1) about the importance of music in a child's life (chapter 2); 2) How to lead the child to an interest in music. Note that each chapter ends with a section on how the parent can help; 3) At what age lessons should begin; 4) How to select an instrument; 5) How to keep a child interested in practicing.

Possible questions for discussion:

> Does your child already have a love of music? How can you tell? What can music do for them? What elements of the OHS program are based on music, rhythm? To what kinds of development can these lead?

SIBLING RIVALRY

PREPARATION BEFORE PROGRAM

Sibling rivalry, a discussion subject widely requested by OHS parents, will be covered in a two-session program consisting of the showing of a long film, "*Jamie*", the first week and a short one, "*Sibling Rivalry and Parents*", followed by a discussion in the second.

Prior to each showing, try to preview the films. In any case, be sure to read the attached film guide for a description of the contents of "*Jamie*".

Finally, assemble any pertinent books, pamphlets or articles on the subject, particularly the following:

136.7 H965c4	Hurlock, Elizabeth	*Child Development*
136.7 J56ch5	Jersild, Arthur T.	*Child psychology*
150.82 K96p2	Kuhlen, Raymond G.	*Psychological Studies of Human Development*
136.7 M989c2	Mussen, Paul H.	*Child Development and Personality*
136.7 S878c	Stone, Lawrence J.	*Childhood and Adolescence*
136 V769h	Vincent, Elizabeth L.	*Human Psychological Development*

SUGGESTED PROGRAM CONTENT

When introducing "*Jamie*" tell the parents that although the film deals with the problem of sibling rivalry in terms of a child older than pre-school age, a young child in the film contributes to the problem for Jamie. All parents of more than one child will eventually face the situation in one form or another, which is apparently why so many OHS parents requested that the topic be discussed.

"*Jamie*", one half-hour in length, depicts the many ways that parents can treat a child unfairly, often unintentionally. Tell the parents that at the following week's session they will see an 8-minute film on the same subject which summarizes what can be done to ease this situation. Ask them to think about the questions raised in this first film during the intervening week.

Following the showing of the film "*Sibling Rivalry and Parents*", the second week, begin discussion with some of the following questions, or others which you may think of:

1. How did the films show that parents treat children unfairly?
2. Is it wise to encourage rivalry between children? If so, in what ways?
3. Should older children be asked to give in to the baby of the family? What effect does the family's actions have on the youngest child?
4. How can parents praise one child without the others feeling hurt or deprived?
5. In what ways can parents deal with this problem of sibling rivalry?

CONSUMER INFORMATION SOURCES

PREPARATION NECESSARY BEFORE PROGRAM

Gather monthly issues and annual buying guides of both *Consumer Reports* and *Consumer Bulletin* for use during the program. Distribute issues to be looked at during program; display buying guides to be consulted after program. Also choose from the 339.4 section any appropriate titles on consumer buying, e.g.: 339.4 C456K - "Kiplinger's Family Buying Guide''.

SUGGESTED PROGRAM CONTENT

Tell parents that these two publications are the best known periodicals of consumer testing agencies, and while most or all of the parents present may already know both, you would like to discuss them in detail for the benefit of all.

The first publication you will discuss is *Consumer Reports*. Have copies available for parents to look at while you speak.

Consumer Reports is published by the Consumers Union of the U.S., Mt. Vernon, N.Y. Point out the explanatory paragraph on the contents page which tells how their ratings are shown. Items tested are the major appliances and automobiles, as well as such varied products as frozen foods, compasses, chemistry sets, diapers, sewing thread, adhesive tape and ball point pens.

Every other issue carries reviews of classical records. Every issue lists movie reviews, a consensus of *Consumer Reports* readers' opinions and professional critics. Movies are rated Excellent, Good, Fair and Poor; one or two featured players are listed. The audience best suited for the picture is not given. (Incidentally, if you would like to become a reviewer for them, you may, providing you are a subscriber, of course!) Ask parents to find movie review page in the issues they are looking at.

Every April is the much-sought-after automobile issue in which the entire contents is devoted to the year's new cars. A subject index of the magazine's contents, year to date, is included in each issue. Ask the parents who have the April copies to show them to group.

Every December, as its final issue of the year, *Consumer Reports* publishes a Buying Guide for use throughout the coming year. Carefully indexed, it is a digest of ratings of hundreds of products, with the date given for the latest major article on products tested.

The Buying Guide also lists names and addresses of U.S. and State agencies handling reports of consumer irregularities.

Finally, *Consumer Reports* from time to time publishes separate special reports on such topics as their famous Smoking and the Public Interest, Drugs and Patent Medicines, Health Guide for Travelers, Movies for TV.

The *Consumer Bulletin*, published by Consumers' Research, Inc., of Washington, N.J., has many features in common with *Consumer Reports*.

Its table of contents page also has explanatory paragraphs on its ratings. Ask parents to turn to that page.

Its April issue is also entirely devoted to the new cars. It has a record review page which, however, covers classical and non-classical music.

Its movie review feature lists the consensus of 16 reviewing media (no reader reviews) and gives the audience - adults, young adults, children - for which the movie is suited. Its ratings are Recommended, Intermediate and Not Recommended, rather than *Consumer Reports* Excellent, Good, etc. It carries an index in each issue. Once a year, it publishes a list of worthwhile booklets on consumer products.

The *Consumer Bulletin* publishes its Annual separately once a year. It, too, is a digest of hundreds of ratings of products.

Both publications carry news of items of interest to consumers; both do preliminary checks on new products prior to lengthier testing; both report on books and trends of consumer importance; both conduct campaigns on issues they feel need support; both publish letters to the editor.

At close of program, invite parents to look at all the issues and buying guides you have gathered. Also tell them that the section where books are on the subject is 339.4. Show them the books you have assembled and indicate the section of the room where they are usually kept.

Finally if the agency receives the periodical *Changing Times* suggest that parents look at copies of it.

PARENT INFORMATION IN SPECIAL MAGAZINE RESOURCES

PREPARATION NECESSARY BEFORE PROGRAM

Gather as many *recent Parents' Magazine* and *Today's Health* issues as possible, to be distributed for parents to look over during program. Collect these issues following program, to have them available for the next session. Allow them to circulate when all programs on the topic have been completed.

SUGGESTED PROGRAM CONTENT

1. Begin by noting that most people are acquainted with such popular women's magazines as *Good Housekeeping, McCall's, Woman's Day* and *Family Circle.* There are others which are quite valuable though not so well known. Two of these are *Parents' Magazine* and *Today's Health.* Ask parents to share issues available as you discuss, first, *Parents'*, then *Today's Health.*

2. Ask parents to turn to the table of contents page at the front of the issue. Point out the box at the top which indicates which articles are of interest to parents of children of various ages and that a star in front of the title means that fathers would find the article particularly interesting.

3. Mention that each issue has many articles and features but that some regularly appear. Discuss the following features of the magazine that are repeated in each issue.

   A. In the first section, "Child Rearing and Family Health", two regular features are the Family Clinic, in which parents tell how they handled family problems, and a short fiction feature.

   B. In "Family Food", Lunch Notes, or an article on easily prepared luncheon menus for children usually appears, and sometimes the Party of the Month feature, in which ideas on a central theme are given for running a different kind of children's party. Ask parents to read out loud some of the suggested ideas.

   C. "Family Home", the next section includes the *Parents' Magazine* Sewing Circle. short articles on some aspect of sewing which most people can use.

D. The fourth section on "Family Fashion" has no regular features but runs seasonal and other articles of interest on clothing.

E. In "Family Fun", the quite famous *Parents' Magazine* Family Movie Guide appears. Ask parents to turn to that page in their copies and read the paragraph, "How to Use This Guide". Let them scan some of the reviews which appear on the pages indicated in the index below the paragraph they just read.

The Family Quiz has questions and answers for mothers, fathers and children according to their ages. Let parents read some of the questions aloud to see if they can answer them.

F. In next-to-last section, "Other Features", there are such items as Books for Parents or Books for Boys and Girls; the monthly report on the *Parents' Magazine* Consumer Service Bureau Activities, which tests products for consumer use; News and Cues for Parents which includes paragraph notes on new trends in education, health, child care, etc.; and a list of free booklets and samples offered by *Parents' Magazine*.

The final regular feature in this section is the Program Notes and Suggestions for Discussion Groups which is based on an article in the same issue. Ask parents to tell the subject of the article in their issues. Point out that other groups they belong to might find these suggestions useful, i.e., PTA, church groups, etc.

G. In the final section on Metropolitan New York, family activities are suggested in and around New York, attractions for children are listed, plays, music and dance programs are given, as well as museums and galleries. Trips to nearby states are also mapped, and sometimes there is a calendar of events. Allow parents to scan this section in their copies.

4. See that copies of *Today's Health* are passed out for parents to look at while you are talking. Ask them to turn to the Table of Contents. Note that most of the material in the magazine, which is published by the American Medical Association, has to do with health, but that related topics such as travel, recreation, child care and homemaking are also discussed.

Some regular features include a food column, "Let's Talk about Food", a First Aid section, health news bulletins, and questions and answers on health. Two sections of special interest to mothers are Growing Pains in the "Tots and Teens" section in which questions of child care, asked by parents, are answered by the magazine in cooperation with the American Academy of Pediatrics. Ask parents to scan subjects of questions.

The other feature worth noting is Tips for Home and Family, in which topics such as care of frostbite or what to do in case of poisoning are discussed at longer length than in the First Aid feature. Again ask parents to read aloud the topic of the article in their issues.

Allow for questions and answers that pertain to the magazines under discussion. At end of program be sure to collect all copies for sessions during the rest of the week.

MUSIC APPRECIATION

The purpose of showing the film *"Listening to Good Music - The String Quartet"*, (Encyclopedia Britannica) is to notify parents of the live chamber music concerts which will be held in the Astoria Branch at 8:00 P.M. on Fridays, January 14, 21 and 28. In addition it is expected to stimulate an interest in classical music, give parents an introduction to the type of music they will hear at the concerts, and boost expected attendance.

PREPARATION BEFORE PROGRAM

1. Have supply of flyers announcing concerts, for distribution to parents.
2. If possible, preview film and be familiar with content. (Film should arrive one day before first showing)
3. Study the supplementary film guide which gives details on the story of the film, including complete film script.
4. Gather books, magazine articles, pamphlets which deal with music appreciation. Don't overlook those that tell of the importance of music to children. Include also biographical materials on composers who will be represented in the concerts: Brahms, Haydn, Mozart, Schubert, Stravinsky, Villa-Lobos, Dvorak, Schoenberg.

SUGGESTED PROGRAM CONTENT

1. Tell parents briefly of purpose of program.
2. Announce Astoria concerts and distribute flyer stating dates and time of concerts.
3. *Briefly* introduce film, telling a little about the performing group and its members. (See information in film guide.)
4. Show film.
5. Tell parents film was sample of the type music to be heard at concerts. Emphasize that concerts will be by live musicians, will feature complete compositions by many of the composers heard in the film, and will, of course, be *free*. (These performances are made possible by a grant from the recording industries trust funds, through the cooperation of Local 802, American Federation of Musicians, and the co-sponsorship of the Mayor's Committee for Living Music.)
6. Show parents library materials you have gathered and discuss briefly. Remind parents that an acquaintance with the composers' lives will add much to the enjoyment of the music. Point out section of library in which books on music are shelved.
7. Remind parents that concerts are not just for them but for all the public. Tell friends !

NOTE: Parents who find it impossible to attend the Astoria concerts should know that additional concerts will be held during March and April in Forest Hills and Queens Village branches. Watch for the announcements about them.

THE GREAT RIGHTS

This animated, sound, color film *"The Great Rights"* (Thomas Brandon), 14 minutes long, seeks to make audience aware of the importance of the Bill of Rights. It depicts Marv and Milly on a typical sightseeing tour of Washington, D.C. Marv is too busy viewing the various historic documents to really appreciate their significance, but Milly tries to understand the words she reads. She asks: "What if there were no Bill of Rights?"

The film then depicts what it would be like if we could not attend the house of worship of our choice, express our opinions freely, or read controversial newspapers or books.

It goes on to show how midnight visits from police, arbitrary searches, property seizure, unlawful jailing, are all outlawed by various parts of the first ten Amendments.

PREPARATION BEFORE PROGRAM

1. Gather books on the subject by looking under the following headings in the catalog: UNITED STATES. CONSTITUTION. 1st-10th AMENDMENTS. or CIVIL RIGHTS. UNITED STATES. Also collect as many biographies as possible of such men as Thomas Jefferson, John Adams, Benjamin Franklin, James Madison, Patrick Henry, and others.

2. Check pamphlet files under the following headings: Civil Liberties; Civil Rights; U.S. Constitution; U.S. Constitutional Amendments.

3. Display any books or pamphlets available. Allow to circulate if in sufficient quantity.

4. Have available supply of copies of Bill of Rights to be supplied by the Programs and Services Department.

SUGGESTED PROGRAM CONTENT

1. Distribute a copy of the Bill of Rights to each parent present. Ask them to read it over once before film to become familiar with exactly what it contains.

2. Show film.

3. Point out dates of ratification and passage of Bill of Rights at top of page.

4. Begin discussion by asking such questions as the following:

    a. Since Bill of Rights was passed so long ago, does it apply today?

    b. Can you think of any time when your rights were denied?

    c. Should the rights guaranteed in the first 10 amendments be limited in any way? For instance, is the right to shout "Fire" in a crowded theater when there is no fire guaranteed by freedom of speech? Should Communists, Fascists and other radicals be allowed to preach their beliefs? To try to prevent another assassination, should the sale of guns be limited?

    d. Do you think that the Bill of Rights would be passed today? Why? Why not?

    e. Do newspapers, TV and magazines inform the public properly on civil rights? Have you seen or read any outstanding programs or articles lately?

EQUAL RIGHTS

PREPARATION BEFORE PROGRAM

1. Be sure that copies of the following pamphlets published by the State Commission for Human Rights have arrived in your branch:

   a. *"Law Against Discrimination"* (yellow booklet)
   b. *"Equal Rights"* in English (and Spanish, if branch requires)
   c. *"Rulings on Pre-Employment Inquiries"* (green and white)
   d. *"A Clear Conscience on Color"* (purple and white)
   e. *'How to Secure Help"*, published by the Community Council of Greater New York (blue and white)

2. Look over contents of pamphlets before program begins.

SUGGESTED PROGRAM CONTENT

1. Distribute one copy of each pamphlet to every parent present.

2. Begin by discussing the booklet *"Law Against Discrimination"*. Tell parents that this is the basic law on which all civil rights in New York State are based. Point out the sections starting on p7 which prohibit "discrimination in employment, in places of public accommodation, resort or amusement, in housing accommodations and in commercial space because of race, creed, color or national origin." Show that various terms are defined, such as "housing accommodations" (p9-10), "public accommodation" (p15), "age discrimination" (p15), and others.

   Point out the Appendix, p27, which gives the history of discrimination laws.

3. Next, take up the small booklet, *"Equal Rights"*. Show that it is an easy-to-read explanation of the law they have just looked at, mentioning job rights (p4-5), rights in public places (p6), and in housing (p7-8). Read small sections of the text, if they seem pertinent and the audience is interested.

4. Indicate the green and white booklet, *"Rulings on Pre-Employment Inquiries"*. It reiterates points in the law which are discussed in some of the other pamphlets; in addition, it includes samples of employment applications before and after the law was passed (p12-13). Point out differences indicated in boxes in the application on p12. Pages 14-18 give a long list of questions an employer can and cannot, legally, ask a prospective employee.

5. The purple and white folder, *"A Clear Conscience on Color"*, which puts the problem in moral terms, asks commitments of those of good will.

6. The last booklet is a little different in character. Published by the Community Council of Greater New York and the United Medical Service, it lists organizations to call for more than 100 reasons or problems, both emergency and otherwise. Scan the index on p3 with the group, pointing out that this booklet does not list too many Queens County addresses. It might therefore be advisable to obtain the correct name of the organization in the booklet and then look in the Queens telephone book to see if there is a local office.

   You might point out such useful numbers as those for the Anti-Poverty Programs, Battered or Abused Child, Camps, Day Care, Dental Emergency Service, Doctor's Emergency Service, Homemaker Services, Housing Violations, Legal Aid, Narcotic Addiction, Rent Control, etc.

7. Mention that the first four booklets are published by the State Commission for Human Rights at 270 Broadway. Also tell parents that the Queensboro Council for Social Welfare at 90-07 Merrick Blvd., Jamaica, AX 7-2121, is the Queens equivalent of the Community Council of Greater New York, mentioned so often in the *"How to Secure Help"* booklet.

HANDLING MARITAL CONFLICTS

PREPARATION BEFORE PROGRAM

"*Handling Marital Conflicts*" is a 14-minute color film produced by McGraw-Hill. It was correlated with "*Your Marriage and Family Living*" by Paul H. Landis, but as this text is in very few branches, it is suggested that any books on marriage which cover the solving of everyday conflicts be gathered. These titles are generally in the 173.1 number on the shelf.

Also check the pamphlet file for any pertinent material, under the various Marriage headings and in the Family Life folder. Have these available for parents to look at after program.

SUGGESTED PROGRAM CONTENT

1. **Family quarrels or disagreements are natural and will occur because of personal differences. Before showing the film, ask mothers to think whether quarrels in marriage are always damaging. What qualities are in "constructive" arguments that are not in "destructive" ones? Limit the discussion to five minutes or so, to be continued after the film.**

2. **Show film.**

3. **Discussion may continue very naturally after this provocative film. Try to pick up where it left off, with the following suggested questions, if necessary, to start it again:**

   a. **In the Adams' quarrel (the first couple) was the real issue established? Was it established in the Kanes' argument?**

   b. **Did either couple stick to the issue? Which one?**

   c. **Did understanding the other's point of view help either pair?**

   d. **Which couple tried to win points by hurting the other?**

   e. **Is compromise essential to any settlement?**

   f. **Did the fact that chronic disagreements complicated the Kanes' problem have anything to do with how they were able to settle their immediate problem?**

   g. **Are there other means of settling disagreements? Name some.**

   h. **Can any lessons learned in this film be applied to mothers' current problems? Would any care to illustrate?**

4. **For leaders' reference, the following points are those listed in the film:**

Adams' Constructive Conflict	Kanes' Destructive Conflict
1. The real issue was established	1. The real issue was never established
2. They stuck to the point	2. They did not stick to the point
3. They understood each other	3. They did not understand each other
4. They did not hurt each other	4. They hurt each other
5. They were willing to compromise	5. They would not compromise

HOUSEKEEPING & HOME REPAIR

PREPARATION BEFORE PROGRAM

Be sure that multiple copies of the following paperbacks have arrived in your branch:

Bracken, Peg	*The I Hate to Housekeep Book*
Cruse, Heloise	*Heloise's Housekeeping Hints*
Moore, Alma C.	*How to Clean Everything*
Siegel, Dorothy S.	*Checklist For A Perfect Home*
Whitman, Roger C.	*First Aid For The Ailing House*

Assemble a selection for each parent program, being careful to keep a fair number for the programs at the end of the week.

Become acquainted with the contents of the books before the program.

SUGGESTED PROGRAM CONTENT

Tell parents that the assembled paperbacks have been specially selected to present a variety of material on the general subject of keeping up the house. The books may be borrowed at the end of the program,

Begin by describing *"Checklist For a Perfect Home"*, as it discusses home decoration "from the ground up". The author tells how to choose furniture, curtains, accessories and appliances, how to make a floor plan, how to choose colors, what to look for in rugs, linens and silverware, how to set up a closet.

At the end of each chapter there is a list of inexpensive or free material on whatever topic the chapter discussed. The actual "checklist" of the title begins on p.196, a digest in question form of the important points in each of the chapters.

Anyone planning to decorate or redecorate a home or apartment can benefit from reading all or at least parts of the above.

Even a reluctant housewife will find literally hundreds of useful hints and time-saving ideas in *"Heloise's Housekeeping Hints"*. For instance, in Chapter 3 on coping with children there are ideas on dealing with sticky hands, before-dinner nibbling, chewing gum embedded in hair (try peanut butter! p.64), lost shoe laces, diapers.

Other chapters cover cleaning, washing clothes, kitchen problems, spot removal, bugs and other pests, personal care, sewing. An index makes all this instantly available.

While Heloise covers spot removal in a 12-page chapter, Alma Moore in *"How to Clean Everything"* takes 263 pages to do it. By "everything" she means not only materials, but surfaces, appliances and other objects. The book is divided into two parts, Section One including a list of useful cleaning materials as well as a set of rules to help prevent accidents to children. The body of the work is in dictionary form, each subject treated fairly completely wherever possible, with references to allied subjects given at the end.

Section Two is entirely on removing stains from textiles. Again in dictionary form it discusses scores of problems from acid to wine. Some useful leaflets to send for are listed in the back.

Spot and stain removal are just some of the hundreds of problems discussed in *"First Aid for the Ailing House"*. While the author's hints do include most of the chores associated with private homes, many of his ideas deal with apartment dwellers' troubles, too, such as painting, wallpapering, electricity, floors, furniture and safety.

Such questions as how to get rid of bees, cockroaches and other pests, how to loosen dresser drawers which stick, how to renew a faucet washer, how to use a paint roller and how to install tile flooring are just some of the many problems which this handy book covers.

Finally, for anyone, even non-housewives, *"The I Hate to Housekeep Book"* is must reading. Mrs. Bracken's wit shines in almost every sentence and her sensible suggestions do, too. The chapter headings give an idea of the wit, for example: Dinner Will Be Ready as Soon as I Decide What We're Having; Stains, Spots, Blots, Scars and Dueling Wounds; and, How to Be Tightfisted Without Having It Show. Reading the text will present many sound ideas, good reading even if you never intend using any of them.

SEWING

PREPARATION BEFORE PROGRAM

This program will consist of the showing of two short filmstrips from McGraw-Hill entitled *"Pattern Choice and Use"* and *"Selection and Treatment of Fabrics"*, along with a discussion of the following paperbacks:

McCall's Easy Sewing Book
Emily Post Institute. Sewing
Collier Quick and Easy Guide to Sewing

Be sure that multiple copies of the books have arrived in your branch. Also necessary are multiple copies of a summary sheet of points made in the two filmstrips, with references to pages or sections in the above books on the topics covered.

Assemble a collection of the paperbacks for each program, being sure to save enough copies for the sessions at the end of the week. Also have the summary sheets ready for distribution.

SUGGESTED PROGRAM CONTENT

Begin by discussing each book in turn. Tell the parents that they may borrow the books at the end of the program. After showing the two filmstrips pass out copies of the summary sheets.

You might like to make these points about the books:

All give basic, step-by-step directions for the beginning seamstress and the more skilled. All show how garments can be made by hand as well as with a machine.

McCall's on p303-309 and the Collier book in Chapter 22, show how to make children's clothes, which is sometimes an easier way to start out.

McCall's features excellent charts at the beginning of the book for selecting pattern, fabrics, figure types, etc. It also includes special sewing techniques such as smocking, lace inserts, embroidery stitching, scallop edging.

The Collier book is a good basic manual which is most usable because of its large format and readability. It includes sewing for the home: drapes, slipcovers, etc. Chapter 12 on darts, tucks, pleats and gathers is good for special stitches.

In the Emily Post book the diagrams are particularly clear with instructions that concentrate on women's clothes.

SUMMARY OF HINTS IN FILMSTRIP "PATTERN CHOICE AND USE"

Choose patterns according to your figure, age, personality, the rest of your wardrobe and the occasion.

Select patterns by bust measurement, a full skirt pattern by waist size, a slim skirt pattern by hip measurement taken 7 inches below the waist.

Ask advice when selecting pattern. Choose one with your degree of skillfulness in mind.

When beginning to cut pattern, select only pieces needed for the item you are doing. Alter the pattern rather than the garment.

Study directions carefully; read markings. Be sure to note the differences in back and front of folded sleeve pattern and shoulder seam length.

SUMMARY OF HINTS IN FILMSTRIP "SELECTION AND TREATMENT OF FABRICS"

Select fabric for color, texture, flattering effect and use.

Cotton is inexpensive and easy to work with; silks and synthetics generally require more skill in cutting and sewing. Beginners should avoid checks, stripes and plaids.

Check the crosswise grain with a tailor's square. If selvage pulls tightly, clip it slightly every six inches.

Correct pressing is important.

Further hints on these two subjects will be found on the following pages of the books on display:

PATTERN SELECTION

	Pattern Selection	*Fabric Selection*
McCall's Easy Sewing Book	p7-11; 23-33; 71-88; 94-6	p.12-17; 36-51; 55-60; 102-118
Emily Post Institute's Sewing	Chapter 2; p30; 61	p6; Chapter 2; p70; 73; 78; 81; 83
Collier Quick and Easy Guide to Sewing	Chapter 4	Chapter 5

BEAUTY & PERSONAL IMPROVEMENT

PREPARATION BEFORE PROGRAM

Be sure that your branch has received multiple copies of the following paperbacks:

Danville . . . . . *Dress Well On $1 A Day*
Hanle . . . . . *Hairdo Handbook*
Kaufman . . . . . *Figure Beauty*
Vanderbilt . . . . . *Everyday Etiquette*

As usual with such programs based on paperbacks allocate proportionate copies for each program making sure that enough remain for programs at the end of the week.

Tell the parents that the books featured may be borrowed at the end of the program.

SUGGESTED PROGRAM CONTENT

In *Dress Well On $1 A Day* there is much useful information on how to choose the proper clothes, accessories and color schemes, as well as how to take care of clothes and yourself. A particularly good chapter discusses how to save money at sales (pp 163-176). It gives 6 things to remember before you look for bargains, 5 points to make the most of sales, and 7 things to beware of in sales.

The *Hairdo Handbook* tells you the basic things you need to know to set your own hair properly: how to decide what kind of hair you have, how to find a style, how to shampoo, brush out, give yourself home permanents and color rinses, and how to handle wigs and hairpieces.

A chapter on children's hair care, beginning on p. 150, is particularly good. Styles are clearly illustrated with directions given on how to set and comb them. In addition, suggestions are included for the various hair problems.

Chapter 12 is entirely devoted to problem hair with an alphabetic listing of everything from allergies to yellow streaks.

Figure Beauty illustrates scores of exercises for slimming the various figure areas. The book presents a plan whereby 10 minutes a day devoted to exercising will improve one's outlines.

Amy Vanderbilt's *Everyday Etiquette* answers hundreds of questions on manners in everyday situations: making introductions, correct dress for various occasions, how and when to write proper letters, table manners and the etiquette of special events such as weddings, funerals, showers, christenings, and religious services.

For instance, the book answers such questions as: Is it permissible to dunk doughnuts? (p16); what can you do about people who put cigarettes out in coffee cups? (p54); who goes first into a restaurant, a lady or her escort? (p138); how much do you tip in restaurants? (p144); whose name comes first on Christmas cards, the husband's or the wife's (p171).

A final word: don't do all the talking; try to engage parents actively in group discussion. All books present unlimited possibilities; the etiquette book can be effectively used for a question (or situation) and answer session. Ask the question of the group, let them answer, then compare these with Vanderbilt's answer.

CONSUMERS ALL

PREPARATION BEFORE PROGRAM

A few weeks ago your branch received copies of *"Consumers All,"* the 1965 Yearbook of Agriculture. They are to be used in this parent program and in subsequent ones where appropriate. We ordered them for you because of the unusual interest and usefulness of this year's topic. You may have read, in fact, some of the many references to it in women's page columns and articles in newspapers and magazines.

Before the program, leaders should read the short preface.

SUGGESTED PROGRAM CONTENT

Pass out books to parents before program starts. Copies might be shared by two if necessary.

In the first program, point out the broad topics included: houses, choosing and caring for; furniture and household equipment; family finance; safety precautions at home and elsewhere; plants, landscaping and gardening; outdoor living; vacations and other recreation; clothing, care of, choosing and fitting; and food, cooking and nutrition.

In future programs we will indicate the parts of this useful book which apply to the topic under consideration. This week we will cover some topics of interest to mothers of young children.

Ask mothers to turn to p. 64. The diagrams show the way a child's room can be re-arranged as he grows older. The text starting in the right-hand column under the illustration covers useful points to be considered with children. Allow time for parents to study diagram.

Have parents then turn to the interesting discussion of children and money starting on p. 178. At the top of p. 179 the principles children should learn about money are given and farther on the point is made that children should learn how to *spend* money before we try to make them save it. Seek parents' opinions and experiences on these points.

In the section on accidents in the home, p. 183-4, there are several useful hints about avoiding harm to children and adults. For instance, despite all the publicity about the dangers caused by old refrigerators carelessly discarded, 30 children a year still suffocate from this hazard. The oft-repeated warning against leaving aspirin and other medication within children's reach needs to be said again. Perhaps read aloud the list of precautions beginning at the bottom of the left column, p. 184.

Pages 347-8 cover proper fit of children's shoes. Allow time for parents to read this short description of what to look for in buying and wearing shoes.

Finally, there are a few paragraphs on p. 390 about altering children's clothes.

Tell the parents that in the program on children's play and recreation scheduled for National Library Week (April 18-22) we will discuss other parts of this valuable book, such as the sections on planning playrooms and play equipment on pp. 77-80, on activities and toys for children, pp. 319-28, and on children's books and reading, pp. 331-3. In addition tell the parents that our special program for National Library Week will include copies of many other new books on the topic and two Library booklists, one a revised edition of the popular and useful *"Places To Go, Things To See..."*

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